















The Government's programme of university expansion, announced in February, 1958, produced a great variety of architectural solutions to the problems caused by student expansion.

Sir James Richards, editor of *Architectural Review*, 1937-71, member of the Royal Fine Art Commission, 1951-66, and architecture correspondent of *The Times*, 1947-71, assesses the success and failure of these solutions

in a special three-part series for *The Times*.

The first article looks at the universities of York, East Anglia and Warwick as examples of the wholly new institutions.

The second will examine new buildings at the older universities and the last will deal with Oxford and Cambridge and the problems caused by restrictions in finance.



Sir James Richards

## Green campuses beyond the city walls

A university is more than a machine for teaching in. It is the setting for the formative period during which a student learns to adapt himself to the problems and responsibilities of social life—which for the majority means urban life. A university is also, like a major hospital and a well-provided arts centre, part of the equipment a town with any self-esteem ought to possess.

Both these are reasons for beginning the appraisal of the architecture of the new universities by discussing their location, and for regretting that without exception none of them is in a town, but all chose sites that exemplify what may be called the golf-course fixation.

Those not actually built on a golf course occupy a suburban site that could well have been one—a tract of green countryside just outside a town. Each new university in turn rejected the idea of integration with the town; that is, the opportunity of creating a university town on the model of Oxford or Cambridge.

Yet the choice of ancient cathedral towns as the location of several of the new universities—York, Norwich and Canterbury—suggests that such a relationship was envisaged at one stage. In all three of these, as well as at Lancaster, there was ground available within the medieval walls, though probably not enough for the space-consuming needs of science laboratories which might have had to go outside (as they have, for example, at Edinburgh).

This is less than ideal since it tends to create a separate science community, and the social life of a university should not be sectional; yet it is to be regretted that at least one or two of the new universities did not accept the social challenge of experimentation with an urban environment. This would also have been a challenge to the town, and one it could not have ignored, as Brighton, for example, can ignore the presence of a university but a low miles from its centre.

The golf-course type of suburban site had obvious advantages: similar building operations; speed of construction; relative cheapness. Integration with the town would have meant a complicated planning and land-acquisition programme in partnership with the local authority.

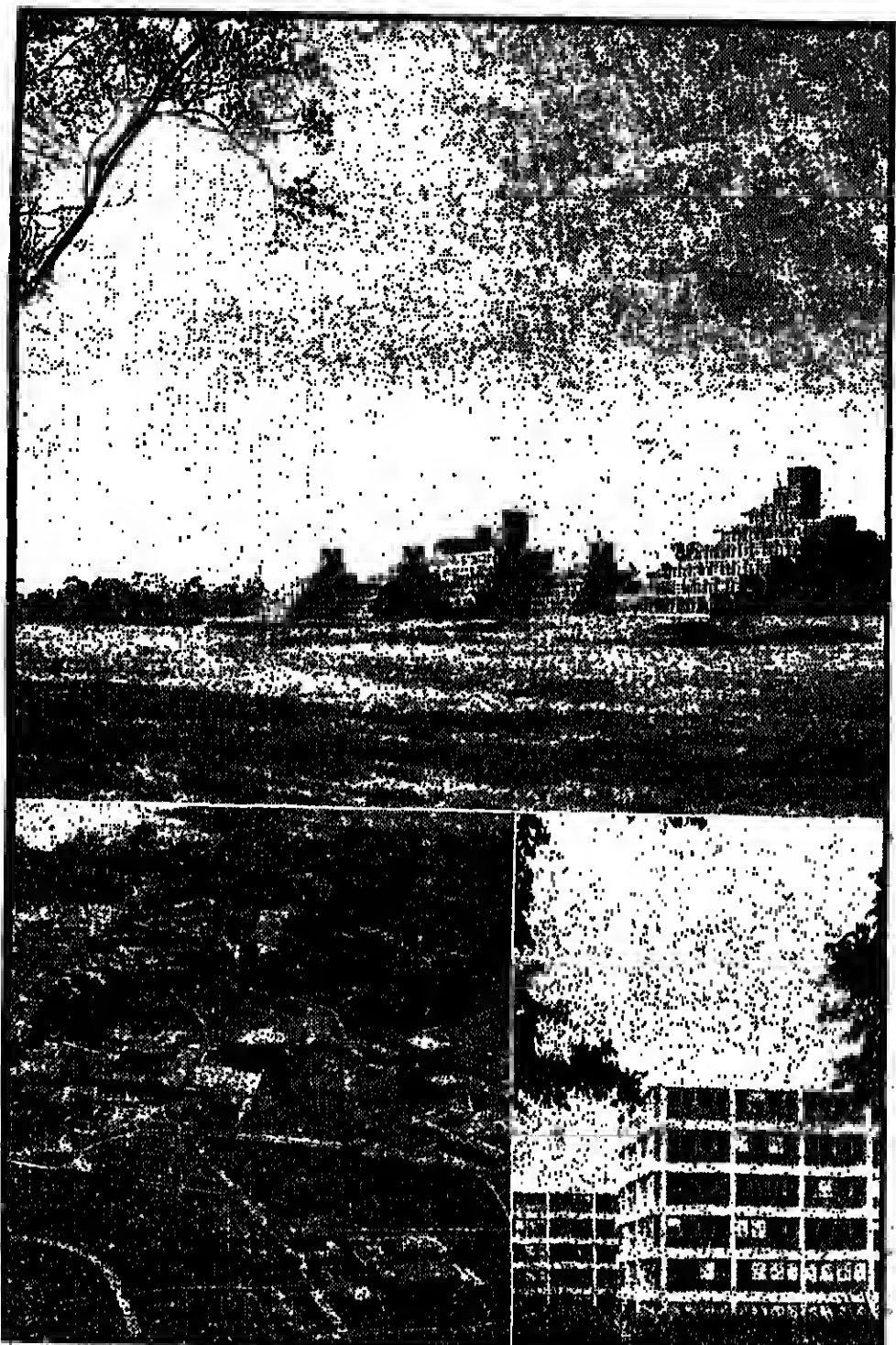
The main reason for choosing the suburbs, however, must have been the ruling of the University Grants Committee that the site of the new universities programme, that should be self-contained on a site of about 200 acres. This was to be enough for both its residential and its teaching accommodation—a requirement subsequently made rather meaningless by the withdrawal of funds for residential buildings.

The UGC decision made for initial ease of operation, but some of the problems, especially the social problems—now being experienced arise from it. Isolated communities create their own internal tensions, as Essex University has recently demonstrated. In addition, the absence of contact with the daily life of a town is just as damaging as the nine-to-five attendance habit that was thought to be the drawback of not having the students living where they are taught, which at least a third of the students to the new universities do not do anyway.

The new universities, aiming to fulfil the wide educational role required of them, thus began with an environmental handicap. Now, as their planning helped them to overcome it, they have many of them created a positive environment of their own with compensating, if different, virtues.

Most have made interesting attempts to get away from the orthodox campus pattern which arranges isolated buildings, each with its own label and purpose, in and around a green space. The nearest to the orthodox is Sussex. Its large, lively red-brick buildings are grouped compactly enough to give some coherence and help them serve as a foil to their beautiful downland setting, but they are laid out on a central axis that is more emphatically marked architecturally than their lively red-brick uniform (designed by Sir Basil Spence) has become boring in the mass, and does not even allow of any visible distinction between teaching and residential buildings.

A contrast is Lancaster University, which has been laid out with no pretensions to monumentality, but as though it were in a town. It has streets and squares and a variety of high and low buildings, many of which are of mixed use, since the university is based on the collegiate system. And in



Top: East Anglia—the effect is of a great central street; left: York—outstanding landscape planning; right: Warwick—appears rather industrial in character.

addition, like a real town, it has a mixture of good and bad buildings. The University of Kent at Canterbury has the same mixture, and is also based on the collegiate system, but to see this system creating its own characteristic environment we can best go to York.

One would mistake York University for an actual town because it has so obviously been designed as an entity by a single firm of architects (Robert Matthew, Johnson, Marshall and Partners). In fact it is the only one of the new universities to have started with a master-plan to which it has kept and which it seems likely to complete unaltered.

This has encouraged a wide number of virtues. Outstanding among them is the quality of its interior landscape, planned from the beginning. Lawns and trees border an irregular lake that winds through the buildings, and the grey surfaces would have been a flat water mirror. This lake arose from the need to drain a swampy site, and the opportunity was imaginatively taken.

The sameness of the wall surfaces—orange from the use of a prefabricated structural concrete—chosen not so much to save money as to simplify procedures that the system did not allow large buildings that the system did not suit—possibly the central hall and the library

by the footing it has inside the city through its departments housed in the Kings' Men. The collegiate system, whereby residential and teaching accommodation share the same buildings, ensures a diurnal mingling of population, a process intensified in the first colleges to be built, by the main circulation routes passing right through them. This system, on the other hand, can result to students in each college leading a separate life, since they are self-contained with their own refectories and common-rooms.

There is no central place where everyone meets socially. Demands they have today been made by some students for a central union are unrealistic, since the whole colour conception of this university is based on subdivision into colleges, and on the idea of creating a multi-centre society composed of units small enough for all to know the others.

In fact, only about 57 per cent of the students live in colleges, although every student, wherever he lives, is attached to one or other of the colleges and has the use of its social facilities. Those not in colleges live in flats or lodgings.

Unfortunately, insufficient lodgings in the centre of York prevents this from providing an active link between university and city. Off campus as well as on, the student at York—like the student at the other new universities—tends to remain a suburban animal.

Universities are growing all the time, at least when the financial situation permits, and one merit of the layout of York, which it shares with Lancaster, is that at every stage new buildings take place on the perimeter to that staff and students do not have to suffer the discomforts of living and working beside, or walking through, a building site.

For financial reasons York University's construction programme has at present come to a halt. It is hoped, nevertheless, to increase the student population from the present 2,800 to 4,000 by the early 1980s. This can be achieved by building one new college and adding only a few new specialist teaching buildings.

The first priority is to extend the library, the present section of which was built 10 years ago. All can be accommodated within the master-plan and will not require the filling-up of the open spaces that give the university's layout its unique character, one of whose special merits is that of creating an environment dominated by people; none of the buildings is overpowered, as happens at Essex and to some extent at Lancaster and Warwick, and no motor cars enter the main precinct.

The University of East Anglia is a contrast, but in any way is not a criticism for the whole conception is different. The visual effect of the university, especially when seen from the lower end of the former golf-course (where the river is being widened by exploiting the processes of gravel extraction and transformed into a broad), is one of a small citadel of buildings, with a line of teaching departments rising behind a stepped residential building, and with the green foreground reaching into it in the form of a partly enclosed bay.

These constitute the nucleus designed by Denys Lasdun and have endowed the university with a positive character that its subsequent variations from its original layout have been able to—indeed have attempted—to alter.

It remains a powerful complex, seen from oppressiveness by its high-level circulation system. One walks in the air, with as much of the building falling away beneath as towering over one, and this allows a sense, though in a different way from York's, of people being alive, priority over structures.

There was a time, when East Anglia University was first conceived, when the high-level walkways seemed to be doubtfully successful and much use was made by pedestrians of the ground levels between and around the buildings. But now the walkways have come to their own, and are all lead somewhere, they are convenient, and enjoyable to use—at least in good weather—and the deep spaces between the residential and teaching buildings are left, as intended, as no more than service yards.

These spaces, nevertheless, are the least satisfactory element in the layout. Backyards, it is true, are a functional necessity, but they are seldom a pleasure to the eye, and at East Anglia one cannot avoid looking down on them, usually furnished with bins, crates and service vehicles, from many of the upper floors.

At the other end of the main site, the main group of teaching buildings by York, Roeborn and Marshall—flat-roofed rectangular blocks faced with white glazed tiles—are rather industrial in character though spacious and planned and beautifully finished inside. The arts block—one of the two groups of 14 rooms, each with its own staircase.

East Anglia houses a larger proportion of its students than any other university except Oxford and Cambridge—70 per cent of a student population of 3,000. 1,800 live in the two buildings just mentioned, and another 600 in an old RAF camp not far away which has its own community centre. The remaining 900 are in flats or lodgings in Norwich.

It is planned before long to increase the number to 2,000, with the help of more residential blocks on the eastern part of the site. This is bound to some extent to obscure Lasdun's original conception, but today cost determines everything.

To accommodate the additional numbers on a new teaching block (for arts subjects) will also be needed. This will extend the present long cliff of teaching buildings, as planned by Lasdun. Incidentally, the principle, criticized when the plan was first made, of housing arts and sciences in the same range of buildings and therefore with the same internal layout and window gracing, has not proved unsatisfactory in practice.

As in other universities, the economic situation has brought East Anglia's normal building programme to a halt, following the completion of Lasdun's library last year and of the registry building this year. But the university is fortunate in having one promising new building about to start, which it owes to a private benefaction.

Lord Sainsbury is bequeathing his art collection to the university and is donating a building to house this collection, the university's own collection, the fine art department and a new senior common-room. The architect is Norman Foster, who has chosen a site at the western end of the main range of buildings, where Lasdun meant the stepped residential block to be continued.

It will stand a little forward so as to enclose some of the green space in front of the residences, and Foster has solved the problem of adding something relatively so much smaller to the great concrete mass by designing it as a contrasting glass and metal structure.

If York stands for the collegiate university and East Anglia for the highly centralized one, each designed to be extended outwards—so that at any stage the university is a complete entity—Warwick University can stand for the opposite conception, one with a plan, of which each element is placed in its desired situation irrespective of the building timetable.

The result is that until the whole programme is finished, building work is going on all over the site, and there is little suggestion of an ultimate design. Moreover, the site was flat and featureless, with few mature trees; and even now, with many buildings on it, there is little sense of place and almost none of enclosure.

Nor, in contrast to York and East Anglia, is any pattern given by a well-marked pedestrian circulation system. High-level walkways were planned at one stage, but they survive only between the library and the physics building.

The influence of these somewhat negative factors on the university's social coherence is hard to determine, but they mean that Warwick must be assessed architecturally more as a collection of buildings than as a totality; the former is what it looks like. The main group of teaching buildings by York, Roeborn and Marshall—flat-roofed rectangular blocks faced with white glazed tiles—are rather industrial in character though spacious and planned and beautifully finished inside. The arts block—one of the two groups of 14 rooms, each with its own staircase.

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## Accommodating arts and sciences together is not unsatisfactory

Lasdun's range of buildings, largely in precast concrete, have weathered well, and the later buildings by other architects, especially those by Bernard Feilden, who has succeeded Lasdun as the university's consultant, maintain the handsome effect of the whole.

These include a block of restaurants and common-rooms flanked by a shopping street and enclosing, where the walkways descend to ground level, an amphitheatre-like space which admirably fulfils its intended role as a social focus and outdoor meeting-place. Incidentally, in contrast to York it underlines the difference between the centralized and the collegiate conception of a university. The new buildings also include a building on the point of completion which will serve as a combined registry, council house and administrative centre and which closes the view along one of the principal walkways.

The student residences in the stepped blocks, which form the frontage of Lasdun's building and give them their characteristically sculptural form, contain 600 rooms. There are nearly as many in a rather bleak residential development to the east, less sought after by students because less spacious internally (the stepped blocks were to some extent privately financed) but recently made less institutional by being subdivided into groups of 14 rooms, each with its own staircase.

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East Anglia's high-level walkways dispel the feeling of oppressiveness.



## Independence, integration or cannibalization?

Stella Clayton proposes some desirable features that should follow mergers of colleges of education and polytechnics

Most colleges of education incorporated in polytechnics will become departments of education; or, if they are large enough, schools or faculties of education. The definition of their functions and the nature of their connexion with other parts of the polytechnic will depend on the model of teacher education which is explicitly or implicitly chosen.

A spectrum of relationships between the former colleges and the rest of the polytechnic can be defined, ranging from a relatively self-contained unit dealing with all the functions of teacher education, through various types of integration, to a form where the functions of the former college are virtually dispersed throughout the polytechnic.

It is unlikely that this final form of extreme cannibalization will be found, since the education department must institutions will continue to provide courses in theory and practice; but it is likely that partial cannibalization may take place, in that the functions of the present "main subject" departments will be merged with the corresponding polytechnic department where these exist. The main argument of this article is that such an apparently logical model is undesirable, should be challenged, and that alternatives exist.

### Arithmetical model

The various positions on the spectrum between independence, integration and cannibalization must be related to the academic and professional models they imply. There is an administrative logic in education, students joining courses in specialist subjects provided by other departments where these exist in strength, rather than such students having special provision made for them.

However, such a decision entails a number of consequences, splitting off the professional aspects of subjects from the "pure" study of subject-matter; a lack of integration between the theory courses and the study of specialist subjects; and probably a consecutive rather than a concurrent pattern of training.

In this model, the education of future teachers is presented as a process of addition: specialist subject studies plus professional courses plus teaching practice equals teacher education. It is not to be denied that such an atomic approach exists in many present courses but the students will in practice be integrated into the study of the subject which is taking place, and the possibility should not be discarded prematurely.

In the arithmetical model the opportunity for planned and principled connections between parts of the course are reduced to a minimum. Moreover, this is a very secondary-orientation model, which remains attached to the old rationale of the main subject providing personal development, unlike, presumably, the rest of the course, which must be identified as mainly professional.

However, it is possible that a better way of educating the future primary teacher might be a study of the primary school curriculum, rather than other specialist studies. Such a study may be as academically demanding as the relevant to personal development as more traditional approaches.

Moreover, even for future secondary teachers, the arithmetical model has severe drawbacks. It is assumed in this discussion that many junior/secondary students will become secondary teachers, in addition to students of the "shortage" subjects. A practical standpoint, the future teacher has less time to devote to the study of a specialist subject than a student taking an honours degree.

If the future teacher joins subject studies provided by other departments some selection has to be made from a choice designed for other purposes. The time devoted to particular aspects of a subject may be quite out of proportion and may exclude the study of other essential aspects.

Very often the approach to a subject will have bias which is related to other purposes. For example, mathematics or science courses may have the needs of industry in mind. This approach cannot be simply added to other provision, since it should guide the content of a course for a future teacher throughout.

It would, therefore, seem essential to look very carefully at any proposition to base the organization of teacher education on particular existing courses.

Even more damaging may be the unspoken assumption that the "subject-in-itself" should be divided from professional considerations related to teaching. It is true that this has been the predominant model in teacher education to date, but an opportunity now exists to remedy such a divisive approach, and to produce an integrated course where "professional" and "subject-matter" aspects illuminate one another.

It is clear that if the proposition outlined is accepted, the responsibility for courses for intending teachers must lie centrally in the department of education (or its equivalent), including responsibility for specialist subjects taken by such students.

What then is the relationship of the rest

of the polytechnic to the department of education in this model? Is the department to remain an encapsulated college of education set down in a polytechnic, not basically changed by its setting?

Such a position is untenable, since one of the reasons for incorporating teacher education in a polytechnic is to enable a sharing of resources, expertise and knowledge to take place, so that the horizons of future teachers can be widened. The central problem is thus how to preserve coherence and purpose in the education of future teachers, while extending their opportunities to draw on the much greater resources available within a polytechnic.

Within this model I have suggested, many different kinds of sharing and extension are possible, depending on the nature of the institution and its staff. Once a core of essential studies for intending teachers has been formulated, there may be joint teaching of certain aspects of the course by the department of education and other departments; and outside the areas of the central core, education students may join other suitable courses provided in other departments.

The choice of a consecutive model is often justified on the grounds of the desirability of deferring choice of profession to the latest possible moment. We thus have a watered-down version of the alternative path to teaching, a degree followed by a post-graduate training.

The weaknesses of this model have been made only too evident, and the remedy may not lie in the improvement of the professional year. There is, in this model, no necessary connection between the first three years of study and the professional element which is added.

But in the new consecutive model, the weakness of the three year degree followed by the graduate certificate may be exacerbated, since the first three years of study will be followed by a professional year to give future teachers an unclassified degree plus professional qualification. It is true that the first two years will include a study of education, but such a study unrelated to school experience may become as unrelated to teaching as any other academic subject. All this in the interest of deferred choice? But on what basis can an informed choice be made? Only on the basis of contact with and knowledge of schools and children.

In fact, it still seems likely that a large number of the students will in practice be integrated into the study of the subject which is taking place, and the possibility should not be discarded prematurely.

It is sometimes said that the attachment of colleges of education to a polytechnic model is more sentimentalism, not in accord with the needs of the new situation. However, such an assumption is by no means justified. The choice of a consecutive model may well be based on administrative convenience rather than on educational principle.

Probably the most difficult and critical question is the preparation of future teachers in the relationship between theory and practice. Much of the present criticism levelled against teacher education is that it links between college-based studies, especially the relevant to personal development as more traditional approaches.

### Gradual introduction

A separation in time between academic studies and school experience, as in the consecutive model, increases the difficulty of ensuring the interaction of theory and practice. What is needed is a gradual and structured introduction to teaching, in which the student initially takes a predominantly operational role, and progressively moves into participation through contact with individual children, then groups and finally, to assume responsibility for an entire class.

The concurrent model enables such graduated experience to be interrelated with theoretical and academic studies, as part of a total process, to their mutual benefit. In the polytechnic setting should enable a proper value to be placed upon practical aspects of the course, for polytechnics have a long tradition of practical and applied work. The concurrent pattern should also find ready understanding and acceptance in only technique, with their experience of sandwich courses.

One scheme of the type I have suggested, with central elements supplied by the department of education, but with other courses being utilized, fits most easily into an institution which has adopted a modular structure, but is still possible within other forms of organization.

It will be seen that the consequences of the model of teacher education which I have described is, in organizational terms, the extension of a strong department of education which is integrated into a polytechnic through the sharing of teaching and resources, but which brings to the polytechnic its own professional ethos, and the experience, skill and knowledge of its staff.

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## American news

## Jobs situation 'worst since the 1930s'

from Thomas Cahill

**NEW YORK** This past summer, employment opportunities for college graduates shrank more than at any period since the Great Depression. Though graduates in every discipline experienced a sharp decline in available positions, liberal arts graduates and those with new doctorates were hardest hit.

The College Placement Council of Bethlehem, Pennsylvania, in its third and final instalment of its annual "salary survey", offers a useful series of statistics on employment opportunities for 1975 graduates.

The survey, covering 156 representative colleges and universities, indicates that new BA's received 24 per cent fewer offers of employment than last year's crop; MA's received 18 per cent fewer offers and PhD's 37 per cent fewer offers.

In a breakdown according to disciplines, it was found that those who had majored in science received 26 per cent fewer offers, while liberal arts majors received 27 per cent fewer offers.

Graduates in engineering experienced a sharp decline within the year. Whereas by last March they were experiencing only a 6 per cent drop in job offers as compared with the previous March, by August their volume of offers was down 27 per cent.

Mr Warren Kauffman, editor of the *Journal of College Placement*, warned that it would be "deceptive" to compare the drop in opportunities for liberal arts graduates with the drop for engineers, "because the situation for humanities was already very depressed".

Engineering graduates have just begun to experience real trouble this year, whereas offers to graduates in the humanities have been declining steadily for some time. Last year, for instance, among the colleges surveyed there were 421 offers made to humanities graduates. This year there were 33.

Mr Kauffman also cautioned against interpreting the statistics as signalling "wholesale unemployment"—at least in a field such as engineering. Rather, whereas last year on engineering student might have received five or six offers of employment, this year he received only one or two.

Because of the shrinking market, graduates in all fields are being forced to take jobs considerably below their original expectations. Graduates in engineering still have the best chances of finding what they want. The prospects for those who have studied accounting and finance are also relatively good. Teaching holds out the fewest jobs. Communications—journalism, advertising, public relations—is another severely depressed area.

Many who had planned careers as teachers now consider themselves lucky to find a low-paying job in a day-care centre, or as a private tutor or even as a waitress. Others, unable to find any job, may decide to go on to graduate school. Many state universities, where tuition fees are relatively low, are announcing considerably increased enrolments this semester, though numbers had been falling for the past three years.

Some find themselves without options. Michigan State University estimates that of its nearly 7,000 graduates in 1975 12 per cent were still unemployed as of mid-September. Last year at the same time 10 per cent were unemployed. In 1969 only 5 per cent were without work by mid-September.

## Rhodes to be open to women

The prestigious Rhodes scholarships, which have been reserved for men since they were established in 1902, will probably be available to women beginning next year.

William J. Barber, a professor of economics at Wesleyan University who serves as American secretary of the Rhodes Scholarship Trust, has written to colleges and universities in the United States informing them that "it now appears likely" that the Rhodes trustees will change the trust to make women eligible for the scholarships to be awarded in December, 1976.

The change will be possible under legislation that the Commons are expected to enact before the end of this year. It provides, among other things, that educational charities bound by single-sex provisions may petition the Minister of State for Education and Science to change their provisions.

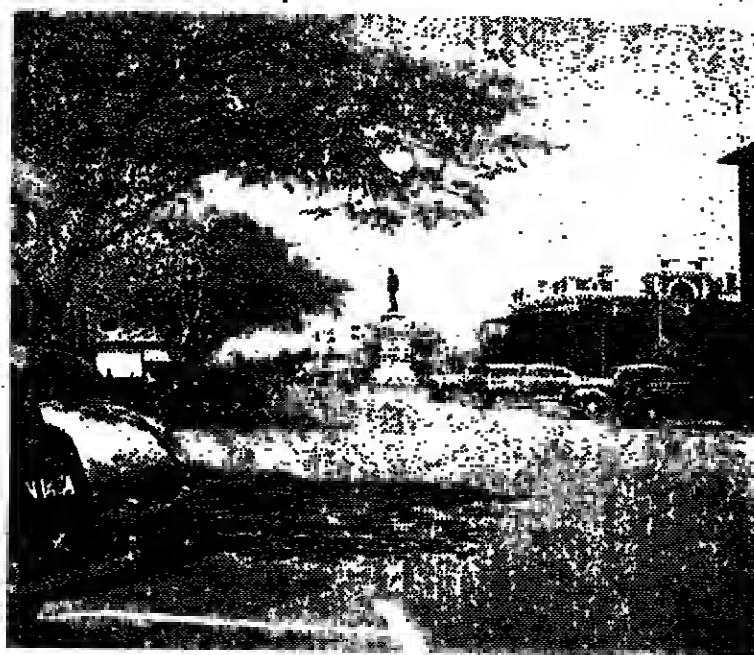
The Rhodes trustees were established by the will of Cecil Rhodes, who made his fortune in diamonds in South Africa. The will says that among the criteria candidates should meet are "qualities of manhood". Later, the all-male requirement was formalized by an Act of Parliament.

The Rhodes trustees award 75 scholarships annually, 32 to citizens of the United States and the rest to scholars from 16 other countries. Each award provides about \$5,000 a year for two years of study at Oxford University.

Feminist groups have criticized the Rhodes scholarships in recent years as being one of the most openly discriminatory of all scholarship and fellowship programmes. The Women's Equity Action League for several years has been asking the trustees to persuade Parliament to make women eligible for the scholarships.

In addition, several women at American universities have filed out applications for the scholarships but have not been considered by state screening committees.

Professor Barber also told colleges and universities that application procedures would be changed this year so that candidates would not have to submit official endorsements from their institutions. That change is being made because of a clause in new regulations under



Rhodes memorial in South Africa: he specified "qualities of manhood".

Title IX of the Education Amendments of 1972 that are designed to end sex discrimination in a wide range of educational activities.

The clause specifically exempts foreign wills and trusts from the regulations, but it says that so long as the "administrators of such single-sex awards should make available reasonable opportunities for similar studies for members of the other sex".

Professor Barber indicated that institutions might interpret the clause to mean that, if they endorse a successful male candidate for a Rhodes scholarship, they would have to provide a similar grant to a woman.

## Ford Foundation stands by education commitments

The Ford Foundation, the country's wealthiest philanthropic foundation and the largest private contributor to education, will increase its educational grants over the next two years. After that, however, its grants to educational projects will decrease dramatically.

Ford has already cut back considerably on its grants in other areas. Financial reversals, caused by inflation and a depressed stock market, reduced the foundation's portfolio from \$3.3 billion in 1972 to \$1.7 billion in September 1974.

Whereas in 1967 its grants reached \$300m, only \$193m has been allocated for this year, and the foundation intends to reduce its grants to a total of \$100m by 1979. The number of staff has been drastically reduced, and the foundation is planning further cuts.

The exceptional increase in educational grants is due primarily to Ford's long-standing commitment to furthering the higher education of individuals from minority groups. In 1971, Ford made a \$100m commitment to a six-year programme that has two purposes: to double, in effect, the number of minority group PhDs teaching at the college level and to help

stabilize the financial existence of 20 private black colleges and universities.

By 1981 the first part of the programme is expected to have produced as many as 3,000 PhDs from minority groups—about the same amount as now exists—and most of these will have graduated from major institutions such as Harvard and Stanford. The average grant to these students is \$7,300 a year.

The second part of the programme will, by the time it terminates, have pumped about \$60m into black institutions such as Lincoln University in Pennsylvania and Tongue College in Mississippi. The average grant in this category is more than half a million dollars a year.

For the period 1967-77 the foundation's outlay for education will be \$63m. Soon after that, however, the foundation expects to reduce its educational funding to about \$25m for each two-year period.

Integration and women's rights will remain major areas of education's continuing goals in the field of education. New areas now under consideration for future grants include new ways of delivering educational services, public policy towards early childhood education, private higher education and the methods by which schools issue credentials.

*Chronicle of Higher Education*

## Tax law eased on fellowships

A new ruling by the Internal Revenue Service on the taxability of fellowships and research grants appears to end previous interpretations.

Earlier, the government had contended that a postdoctoral fellowship was taxable as income because the institution or agency which gave the grant received some benefit from it. Even if the benefits were limited to the royalties or copyright fees received by the recipient.

The tax law says that a non-profit scholarship or fellowship grant is a non-taxable gift if it is made to an individual for the primary purpose of furthering his education and training of the recipient in his individual capacity.

The ruling was based on a case in which a graduate student in physics was doing research under a contract between the university and the Atomic Energy Commission. The contract gave the federal government the right to approve the appointment of persons working under the contract and to decide whether the recipient was a bona fide student.

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*Chronicle of Higher Education*

## Computer aids student choice

from Frances Hill

**NEW YORK** The State of Oregon has developed an unconventional means of providing students with up-to-date information on career opportunities and training. A computer data bank containing details of job openings and career-oriented courses has been assembled by Oregon's career information service and is available to all schools and colleges with access to a computer terminal.

Oregon's computer network was the first of its kind in the United States. Set up in 1970, it is now used by a federal grant a year later and now serves three four-year universities and nine community colleges as well as a large number of schools.

The computer supplies information directly to students, who institutions pay—the fee is \$3 an hour—for the time spent looking in the network. A series of different programmes give students the choice of obtaining information on occupations, training, or programmes, or of beginning with an "exploratory questionnaire".

Oregon's computer network provides detailed information on about careers, and training programmes within the state, but also tells students where in the country they might find openings in professions such as social work and counselling—which are well-supplied nearer home.

At some time in the future Oregon's network may be linked to a similar system now being launched in the neighbouring state of Washington. Eventually, it may provide immediate nationwide information on every type of career and training.

As present, two states—Oregon—Colorado and Iowa—have fully developed computer networks for career guidance, and several other states have begun to develop similar systems.

*Chronicle of Higher Education*

## Italy

## Publishers sign major OU materials contract

from Patricia Clough

**ROME** One of Italy's biggest publishers, Arnoldo Mondadori Editore, announced last week that they had bought the Italian rights to Open University courses and materials, though the prospect of an Italian operation on the British scale are at present remote.

The contract, whose cost was not disclosed, involves the distribution and concession of all printed, television, radio, and other audio-visual material throughout Italy and in Italian-speaking countries. To practice this means the Italian language parts of Switzerland and Yugoslavia, although theoretically it could include former colonies such as Eritrea and Somalia where the language is still widely used.

The deal appears more of an investment for the future than an immediate business proposition. For the time being, Mondadori are translating into Italian only a few of the courses, such as geography and architecture, which are likely to attract most interest and which fit best into the Italian education scene.

The printed material will be available through Mondadori bookshops and the audio-visual material through its film-video and tape-recording sales network. Students

may also be able to watch televised material on special sets in Mondadori bookshops.

A Mondadori spokesman said that the company had acquired the rights with a long-term view to possible changes in Government policy on universities, but more particularly to the development of regional television networks. These will be under the supervision of the regional authorities who may be more interested than the national Government in distance higher education.

Professor Alfredo Vinciguerra, spokesman for the Education Ministry and that in the past both the Second World War and the Italian Communist Party, RAI, had studied the possibility of some kind of Open University, but had decided against it.

Instead, the Government's policy was to found a number of universities, particularly in the regions where none yet existed, to ease overcrowding and help students unable to travel far from home.

The Government's attitude has been influenced by the disappointing results of the television school teaching project carried out after the Second World War to make up for the lack of schools and teachers in the depressed south. The experiment was abandoned some years ago.

## France

## Researchers seek new ways of living with austerity

from George Morgan

**NICE** Prolonged financial retrenchment and shifting national priorities have been forcing France's state-financed research bodies to review both their administrative organization and their scientific objectives. The 1960s era of expansion and easy cash in which scientists were free to develop their own topics of research with little fear of Government interference has now been supplanted by an era of tighter central control over the distribution and profitability of state funding. As research becomes more expensive and as returns from scientific programmes diminish, politicians are abandoning large-scale prestige undertakings in favour of projects designed to solve pressing current problems.

This pattern was confirmed recently in an OECD report on research spending in developed nations. The investigation showed clearly that France, along with a number of other countries, had moved away from former priority programmes involving military development, space and nuclear energy towards areas of immediate social and economic interest, such as pollution, town planning, medicine and the search for new sources of energy.

The trend was underlined emphatically last week's announcements that research spending in 1976 (FRF 5,000,000,000) would be 2 per cent lower than in 1975. Both the Commissariat for Atomic Energy (CEA) and the National Centre for Scientific Research (CNRS) suffered cutsbacks in real terms in their basic research. However, these drops of roughly 1 per cent and 7 per cent respectively were more than offset by a 25 per cent increase in the award made to the Research and Development Fund under the aegis of the Ministry of Industry and Research.

In the fund will distribute an additional 272m to research bodies for projects of national importance. In this way the Government will be in a position to encourage short and medium term research on specific high priority themes.

The CEA and the CNRS have both been greatly affected by this change in Government thinking. The CEA, which has evolved from its original function as an organization devoted to nuclear energy, is now a vast public holding company in which production accounts for well over half of the annual turnover.

Initially, the research activities of the CEA were concentrated on nuclear energy, but now research is spread over a wide range of fields.

Investigating the status of developing new types of reactor and more on finding solutions to the current energy problem and with turning nuclear power into a suitable commodity.

In an attempt to extend this policy, the Government has recently introduced a bill currently preparing which would transfer to the State the responsibility for decision making to Government-appointed bodies and to intensify ministerial scrutiny of the use of state funds.

The major advisory bodies on research, the General Delegation for Scientific and Technical Research (DGRST) and the Consultative Committee for Scientific Research (CCRS), were among the first to be reformed in this way. Following an internal reorganization aimed at providing more coordination between science and finance departments, the two bodies will in future be expected to give separate and independent opinions on the advisability of research plans.

The Academy of Sciences will also be reorganized and remodelled to provide a further consultative body advising on specific research problems. At present, the 300-year-old academy with members averaging 74 years is virtually defunct.

In addition, it seems likely that in future every ministry will be equipped with a research department with instructions to vet all research projects before they are submitted to the higher national bodies.

There are plans, too, for closer cooperation between the CNRS and the universities, which frequently house the Centre National's laboratories and provide the bulk of its researchers. This first step will entail a larger financial contribution by the CNRS to the universities for the use of facilities. Later it will take the form of a new recruitment and careers pattern which will enable a larger number of young university graduates to have access to the CNRS while maintaining top quality research.

On completing the four-year restructure, graduates will be able to work for a doctorate or for a cycle, equivalent to the British PhD. During this period, theoretically two years, the researchers will receive a salary, but they will not be given the status of a permanent research fellow. After four years, with a view to completing a doctorate or a cycle, they will be given the status of a permanent research fellow, but they will not be given the status of a permanent research fellow.

## West Germany

## Admission by lottery plan floated

by our correspondent

The ruling by the Bavarian constitutional court that the ban on the allocation of university places in the Federal Republic is unconstitutional, is unconstitutional and will no longer apply in Bavaria from the summer term of 1976 (THES September 19) has underlined the need for an urgent review of the whole problems of access to higher education.

Fearing that the Bavarian decision will make the admissions procedure unworkable, the 10 other Länder education ministers intend to appeal to the Federal Constitutional Court in Karlsruhe to grant an injunction which will prevent the Bavarian order from taking effect until an alternative agreement can be reached.

Whether or not an interim solution is found, a thorough reform of the present system of university access has now become imperative and a number of proposals are under consideration.

The most recent is that the interstate treaty according to which university places are currently allocated should be replaced by a lottery system. It has been drawn up by Herr Gerhard Jahn, formerly Minister of Justice in the Brandt Administration, at the request of the Media Committee of the Upper and

Lower House of the federal Parliament.

The Jahn Model envisages that, as at present, 15 per cent of study places should be reserved for cases of social hardship, 8 per cent for foreign students and 2 per cent of the places in medical schools for members of the armed forces and employees in the public health services. The remaining 75 per cent of places would be allocated by lottery.

Applicants for each university course would be divided into three groups. Admission criteria would include not only a candidate's average Abitur mark but also additional factors like vocational and prior education, military service, the completion of a year's voluntary social work and the differences in examination standards between one Land and another.

Group one would comprise the 10 per cent of applicants with the best qualifications, 15 per cent of the places available would be reserved for them so they would be almost certain to secure admission. Group two would contain 50 per cent of the applicants, but with only 30 per cent of the places open in them their chances of entry would be considerably restricted.

Group three would include the remaining 40 per cent of candidates with the poorest qualifications who would be competing for only 20 per

cent of the places and whose prospects would be more bleak than under the present system.

Herr Jahn's proposals would mean that examination marks would in future be of less importance and pressures on sixth formers and their teachers would be considerably reduced. Waiting times of up to seven years would automatically be eliminated and above all, Herr Jahn claims, his scheme could be implemented much more quickly than any of the alternatives put forward so far.

On the debit side, the difficulties associated with variations in Abitur marks between the federal states and between different schools within each state would still remain, as would the underlying problem of too many would-be students chasing too few places.

The Social-Democratic-controlled states, in particular Hamburg, Hesse, North Rhine-Westphalia and West Berlin, have expressed approval of the plan and it has received some support from the federal Government. Although Bavaria is certain to reject it because it would mean fewer places for Bavarian sixth formers, the limited amount of time available to find a more acceptable solution must well tempt the Christian-Democratic Länder to view it more favourably.

## Council of Europe

## More emphasis on teaching called for

from Mike Duckenfield

**STOCKHOLM** The idea that teaching ability rather than academic performance be given greater emphasis in the appointment and promotion of university and college lecturers has received widespread support from academics and educational administrators from 13 European countries.

Ability could be assessed both by students and fellow lecturers, and their evaluations, provided they were formed over a sufficiently long period, used as evidence by faculty staff committees. Future employment contracts should then make this clear to prospective teachers.

Problems of innovation and improvement in teaching were one of the main topics suggested for future research during a week-long Council of Europe symposium on strategies for research in higher education attended by more than 50 participants in Gothenburg.

Teacher assessment linked to promotion prospects was seen as a possible incentive for teachers to improve their instruction techniques. Another was the introduction of in-service training with faculties and the organization of the faculties as teams collectively responsible for the standard of their teaching.

However, there were many reservations about older members of staff, and it was suggested that those teachers who were "beyond repair" should be gradually switched from tuition to other work within higher education.

Opening the conference, Mr Bertil Zachrisson, the Swedish Minister of Education, said research on higher education had lagged behind that on comprehensive and nursery education, because until recently



Mr Bertil Zachrisson, four tasks.

applied university and college populations had been relatively homogeneous compared with the compulsory sector, and a lingering elitism had hindered research aimed at change.

But recent reforms in many countries have changed this. Now, the vital role in assessing the implementation, in connection with this Mr Zachrisson singled out four central tasks for the future. First, the increasing disparity between universities and the labour market would affect course content and presentation. He told delegates: "We must clear in our minds that the techniques and methods a student invokes year after year will also affect his behaviour after he has left university. To take a concrete example, I consider it very important for students to grow accustomed to collective working practices even before they join the labour force."

Second, there was the problem of overcoming the barriers to mass higher education on a recurrent model. Mr Zachrisson said more research into social inequalities of education was needed, and that to attain this would be carried out to student needs.

Other tasks were the development of problem-oriented, interdisciplinary courses and the creation of an awareness for long-term solutions unhampered by short-term administrative needs.

## Mexico

## Record 273,000 students

**MEXICO CITY** The National Autonomous University (UNAM) will have an enrolment of 273,000 students for the coming academic year.

The large student body will be made possible by two new professional units which are expected to be ready soon: in Xaraguan and Aragon, both in the western part of Mexico City.

About half of the 24 subjects taught in the major university city campus (to the south of the city) will be given in the new units. These will include biology, medicine, education, engineering, and chemistry.

## Israel

## Fees strike called off

**JERUSALEM** The threatened student strike against the tuition fees for the academic year 1975/76 will not take place (THES August 22).

The increase in the cost of living, to which fees are linked, fell short of the forecasts for the first eight months of this year. If, however, the fees for 1975/76 will be fixed finally in January 1976 on the basis of the increase in the index during the whole of 1975.

This might lead to a reduction of several hundred Israeli pounds in the fees previously fixed at 23,000 Israeli. In no case will the fees exceed this figure.

## India

## UGC may get overall watchdog role

from Sumanta Banerjee

**NEW DELHI** With the help of its new emergency powers, the Government is planning to bring the country's education system under tighter central control.

Mr Nurul Hasan, Education Minister, has told the Upper House that the Government is considering whether greater authority could be given to the University Grants Commission to give directions to state governments.

Education in India is a "state" subject, each state having autonomy to follow whatever pattern it wants. As a result of differences in the curricula followed by various universities and diversities in the system, wide disparities have emerged, which have often prevented a successful candidate of one state university from getting a job in another state.

The Government feels that if this is allowed to continue, Mrs Gandhi's 21-point programme announced in the wake of the emergency might have to contend with a variety of educational patterns and aims that run counter to the objectives announced in Mrs Gandhi's programme.

Mr Hasan said that a number of universities and technical institutions were introducing the grade system for evaluating students instead of the mark system.

## Unesco

## Top science job for Syrian rector

**DAAMUSQUS** Mr Abdul Rozzak Kaddour, rector of the University of Damascus, has been appointed Unesco's assistant director general responsible for nature sciences.

Mr Kaddour, one of the Soviet Union, currently head of the Department for Lifelong Learning in the Soviet Academy of Sciences, assumes responsibility for education. Mr Drogosh Nayanar, Vice-Chancellor of the University of Madras, is to be acting ADG of a newly created sector responsible for operations in the field and cooperation with other member states and UN organisations; and Mr Jacques Rigaud, France, becomes ADG in charge of administration.

Mr Lou Forth, United Kingdom, who has been acting ADG for education since November, returns to his post of director of this International Bureau of Education in Geneva.











# BOOKS

## When the television raises the child

Persons' own authenticity of loyalty, and their own values, if they are not attractively seen even when he fails to produce the authenticity as mandatory for balanced ethical thought. Clearly, the two central themes from the viewpoint of the diagnosis of the community, racial, and cultural values are:

**Paul Haiman**

Max Beloff is author of "The Foreign Policy of Soviet Russia 1921-1941" and is principal of the University College at Buckingham.  
J. R. Enderby is professor of physics at the University of Leicester.

## Reviewers

chology at the University of  
Bedford College, London and  
written, "Housewife" and  
Sociology of Housework

any library. It is very difficult to see its justification. Even if it is intended as a source for undergraduate course in the history of science (as proposed on the jacket), surely it would be better to make the students find the original material themselves rather than spoonfeed them in this way?

Yet Saddy's articles do provide fascinating reading.

both a prele of, and a  
the facsimile reports wh  
prise the bulk of the book.  
the basic material is of o  
quality and of such great  
is difficult to be enthusias  
a book which is really not  
than a grandiose reprint;

...are  
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...com-  
...though  
...high  
...erast it  
...c about  
...g more

Edward Arnold, 25 Hill Street, London W1X 8LL

56 Wordsworth and Coleridge: The Ly  
Ballads  
Stephen Pickett Cloth £2.20 Paper £

37 Shakespeare: Measure for Measure  
Nigel Alexander Cloth £2.50 Paper £

chology at the University  
re: Ann Oakley is a research officer  
Bedford College, London and  
wrote "Housewife" and  
Sociology of Housework.  
W. W. Robson is a senior pro-  
fessor of English literature at the Uni-  
versity of Edinburgh.











## Polytechnics continued

MANCHESTER  
MANCHESTER POLYTECHNIC  
DEPARTMENT OF APPLIED  
TECHNOLOGY  
TECHNOLOGY

The present appointment will be made on the basis of a selection of work submitted by candidates in the field of applied technology.

The successful candidate will be responsible for the teaching of applied technology to students in the Department of Applied Technology.

NORTH LONDON  
THE POLYTECHNIC

The successful candidate will be responsible for the teaching of applied technology to students in the Department of Applied Technology.

NOTTINGHAM  
NOTTINGHAM POLYTECHNIC

The successful candidate will be responsible for the teaching of applied technology to students in the Department of Applied Technology.

The successful candidate will be responsible for the teaching of applied technology to students in the Department of Applied Technology.

## Colleges of Further Education

## ESSEX COUNTY COUNCIL

INSTITUTE OF  
HIGHER EDUCATION, ESSEX

To be formed from  
Mid Essex Technical College, Chelmsford, and  
Brentwood College of Education, with effect  
from 1st September, 1976, seeks to appoint

Head of Department  
of Electrical Engineering  
and Applied Physics

(Salary for Grade V Department £7,365-£8,271) and  
Head of Department  
of Mechanical and  
Production Engineering

(Salary for Grade IV Department £6,758-£7,832).  
(Both grades subject to final approval).

Both posts will be filled from 1st January 1976, for  
appointment to Mid Essex Technical College and  
Brentwood College of Education to new Institute for 1st  
September 1976.

Candidates for both posts should be graduates  
with research experience and have a degree in  
Electrical Engineering or Mechanical Engineering.

Full details and application forms for both posts  
obtainable from Acting Principal, Mid Essex Technical  
College, Chelmsford Road South, Chelmsford, Essex  
CM1 2ST. Closing date for applications will be 7th October  
1975. Selection interviews will take place on 28th  
and 29th October 1975.

Typing  
and Duplicating

SCRIPT TYPING SERVICE  
220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

## REMINDER

The Times Higher  
Education Supplement  
is published on the  
first Friday of each  
month. It is a  
free publication and  
is available to all  
readers of the  
Times.

## Colleges of Education

CRAIGIE COLLEGE  
OF EDUCATION  
AYRVICE-  
PRINCIPAL

Applications are invited from appropriately qualified and  
experienced Graduates for the post of Vice-Principal  
which will become vacant on December 31, 1975, as a  
result of the promotion of the present holder.

Applicants must have a varied experience in education:  
In particular, experience in a University, College of Edu-  
cation or at a responsible level in school or educational  
administration is desirable.

The salary for the post is of present £8,362 but after  
review is expected to be in the region of £10,000.

Additional information, conditions of service and applica-  
tion forms may be obtained from the Secretary, Craigie  
College of Education, Ayr KA8 0BR, to whom completed  
application forms should be returned by Monday, October  
20, 1975.

St. Mary's College, Strawberry Hill,  
Twickenham TW1 4SX

Principal: The Very Reverend T. P. Cashin, C.M., B.A.

Applications are invited for the following posts:

## Lecturer in Sociology

required for 1st January 1976. Courses are offered in  
this Main Subject department to Certificate, B.Sc. and  
B.Ed. students, and candidates should be able to con-  
tribute substantially to these. Experience of Social Science  
teaching in schools would be an advantage.

## Lecturer in Psychology

must be highly qualified, to join team teaching Psychology  
on 4 courses—Teacher's Certificate, B.Ed. (Ordinary and  
Honours), B.Sc. (London External) and New Unit Based  
Joint B.Sc. Degree.

This is NOT an Educational Psychology appointment. An  
applicant interested in experimental psychology is sought,  
but please state other fields of interest.

The salary for each of these posts will be in accordance  
with the Fethem Scale plus London Weighting allowance.

Applications should be sent to the Principal, by the 10th  
October 1975, and should include the names of three  
references. (There are no special application forms).

## Administration

## THE OPEN UNIVERSITY

ADMINISTRATIVE ASSISTANT  
REGIONAL TUTORIAL

## CENTRAL SERVICES

## TECHNICAL SERVICES

## STUDENT SERVICES

## RESEARCH SERVICES

## LIBRARY SERVICES

## COMPUTER SERVICES

## GENERAL SERVICES

## OFFICE SERVICES

## CLEANING SERVICES

## GARDENING SERVICES

## PAINTING SERVICES

## ELECTRICIAN SERVICES

## PLUMBER SERVICES

## CARPENTER SERVICES

## JOINER SERVICES

## PAINTER SERVICES

## GLAZIER SERVICES

## ROOFER SERVICES

## TILER SERVICES

## FITTER SERVICES

## WELDER SERVICES

## BLACKSMITH SERVICES

## SMITH SERVICES

## BLACKSMITH SERVICES

## SMITH SERVICES

Northumberland  
COLLEGE OF EDUCATION

## Appointment of

## PRINCIPAL

Applications are invited from persons with suit-  
able qualifications and experience for the post of  
PRINCIPAL which will become vacant on 31st  
August, 1976, on the retirement of the present  
Principal, Miss Eileen M. Churchill, M.A.

The College will continue to be maintained by  
the Northumberland County Council as a major  
institution for the education and training of  
teachers. It is expected that diversified courses  
will also be provided from September, 1978.

The salary will be fixed at the appropriate point  
in Group 6 of the Pelham range of salaries for  
Principals. The appointment will date from 1st  
September, 1976.

Further particulars and application forms may  
be obtained from The Clerk to the Governors,  
Northumberland College of Education, Pointe-  
land, Newcastle-upon-Tyne, NE20 0AB, to whom  
completed forms should be returned by 27th  
October, 1975.

## DURHAM

THE COLLEGE OF ST. HILARY  
AND ST. HILARY(A constituent college of the  
University of Durham)

## Applications are invited for

## the post of Lecturer in

## Sociology

## to join the staff of the

## Department of Sociology

## from 1st January 1976.

## The successful candidate

## will be expected to

## teach and supervise

## students in the

## Department of Sociology

## and to contribute

## to the development

## of the Department.

## The salary for this post

## will be in accordance

## with the Fethem Scale

## plus London Weighting

## allowance. Applications

## should be sent to the

## Principal, by the 10th

## October 1975, and

## should include the

names of three refer-  
ences. (There are no  
special application  
forms).Colleges and  
Institutes of  
Technology

## BEDFORDSHIRE

## EDUCATION SERVICE

LUTON COLLEGE OF  
TECHNOLOGYDEPARTMENT OF DESIGN  
LECTURER GRADE 5

## Applications are invited for

## the post of Lecturer in

## Design to join the staff of

## the Department of Design

## from 1st January 1976.

## The successful candidate

## will be expected to

## teach and supervise

## students in the

## Department of Design

## and to contribute

## to the development

## of the Department.

## The salary for this post

## will be in accordance

## with the Fethem Scale

## plus London Weighting

## allowance. Applications

## should be sent to the

## Principal, by the 10th

## October 1975, and

## should include the

names of three refer-  
ences. (There are no  
special application  
forms).

## Overseas

Townsville College of Advanced  
Education

## Queensland, Australia

Senior Lecturer/Lecturer  
in Early Childhood EducationLecturer in Physical  
Education and Health

Applications are invited for Appointment to the above  
mentioned positions in 1976.

Qualifications: A University Degree or Equivalent  
Qualification, Successful Teaching Experience and  
Preferably Lecturing Experience in Teacher Education  
Programmes.

SALARY: Senior Lecturer \$A15,954-\$A18,544 p.a.  
Lecturer I \$A11,658-\$A15,844 p.a.  
Lecturer II \$A9,848-\$A12,544 p.a.

Enquiries: The Director of the College, Mr A. R. Wilson,  
will be in London to conduct interviews on October 21st.  
Qualified persons desirous of being considered should  
submit Curriculum Vitae and Testimonials to the  
Director, Townsville College of Advanced Education,  
300 Regent St., Weymouth, Dorset DT8 3LJ. Telephone: 01929 2211.  
NOT LATER THAN OCTOBER 7TH.

Sir John Neale:  
a tribute

One occasionally senses when a man  
dies that his death closes an epoch.  
That has been my feeling during the  
last month since the death of Sir  
John Neale in his 85th year. Best  
known as J. E. Neale, the biographer  
of Elizabeth I and the leading  
authority on her reign, he dis-  
played throughout his long life the  
best qualities of an academic his-  
torian and a university teacher.

I had the advantage of studying  
under him, in one sense, all my  
adult life. I met him as an under-  
graduate on my first day in college.  
I was trained by him as a graduate  
student and I returned after an  
absence at other colleges to be his  
colleague and ultimately his  
successor.

For the last 30 years our relations  
had been very close and, even  
during his last weeks, I never came  
away from him without renewed  
stimulus in my own historical work  
and refreshment from both the  
wisdom and fun of his good com-  
pany.

He lived with the Elizabethans  
through an intimate knowledge of  
their documents and thought, as he  
was aware, I differed from him  
about aspects of the Elizabethan  
government, I found that his judg-  
ment about the people was unerring.

Yet strong though his opinions  
were, there was also a measure of  
tolerance and scepticism, essential  
qualities in a historian. In one of  
the first lectures of his that I ever  
attended he said: there are no pun-  
dits in history.

He was telling us, in essence, not  
to take any assertion by a historian,  
however eminent, on trust. There  
is always room, he was saying, for  
individual judgment.

Neale's 70th birthday was  
celebrated with a distinguished  
Festschrift by his former students  
and colleagues. On his 80th birth-  
day, his close links with his col-  
leagues and his publisher, Jonathan  
Cape, were, to his delight, com-  
memorated with the establishment  
of his publisher of the annual  
Neale Lecture in English History.

His biography of Elizabeth and  
his great parliamentary studies  
remain his enduring memorial.

Joel Hurstfield

## Overseas continued

BENDIGO COLLEGE OF ADVANCED EDUCATION  
POSITION OF DIRECTOR

The Interim Governing Body of this new college is seeking to appoint  
a Director/Chief Executive Officer of the College.

The new college will be formed by the merger of two existing  
colleges, the Bendigo Institute of Technology and the State College  
of Victoria - Bendigo (formerly Bendigo Teacher's College), and it  
will be one of five autonomous colleges of advanced education  
affiliated with the Victoria Institute of Colleges. An educational  
specification has been prepared indicating that the college will be  
based on the immediate establishment of six Centres, in the fields of  
Education, General Studies, Business Studies, Creative & Expressive  
Arts, Health and Engineering, to adequately cater for the wide  
range of courses to be offered. A master plan for the physical  
development of the College on an elevated, bushland site, has been  
developed, incorporating recently completed buildings of the  
Bendigo Institute of Technology.

Effective full-time enrolments in the existing two colleges total  
approximately 1800 students in degree and diploma courses. There  
are close to 200 academic staff presently employed.

The Director will be responsible to the Governing Council of the  
college for the total operations and administration of the College, and  
will be expected to play the leading role in guiding the development  
and maintenance of fruitful relations with relevant organisations.

The Governing Body wishes to appoint a person of significant  
standing, distinguished in his own field of expertise and with broad  
community and educational interests.

A demonstrated capability to lead and manage people and resources  
is essential and it is expected that the qualities of the appointee are  
such as to enable a vigorous, yet harmonious development of the  
College.

The salary and benefits attached to this position will be attractive to  
suitable applicants.

Applicants, and interested parties wishing to nominate persons who  
might be considered for appointment, are invited to submit their  
names to the position, including references, to the Chairman of the  
Governing Body, Bendigo College of Advanced Education,  
C/- Bendigo Institute of Technology, Edwards Road, Flinders  
Hill, Bendigo, Victoria, 3550, Australia.

Full applications to be forwarded to the Chairman, please on a  
December 1st, 1975.

H. F. MASON,  
Chairman of Governing Body,  
Bendigo College of Advanced